

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

School \_\_\_\_\_

System \_\_\_\_\_

# ENGLISH I

## Item Sampler



**Tennessee End of Course Assessment**

**English I Form 6**

The Pearson logo consists of the word "PEARSON" in a bold, white, sans-serif font, centered within a solid black rectangular background.

**PEARSON**

Developed and published under contract with State of Tennessee Department of Education by the Educational Measurement group of Pearson, a business of NCS Pearson, Inc., 2510 North Dodge Street, Iowa City, Iowa 52245. Copyright © 2012 by State of Tennessee Department of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of State of Tennessee Department of Education.

## Contents

Introduction to English I .....	4
Content of tests .....	4
Test development .....	4
Test administration .....	4
Tips for Taking the Test.....	5
Preparing for the test.....	5
Before the test .....	5
During the test.....	5
Directions for Using the Item Sampler .....	6
English I Item Sampler .....	7
Answer Key with Performance Indicator .....	47
Answer Key with Reporting Category and Performance Indicator.....	53

## **Introduction to English I**

### **Content of tests**

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

### **Test development**

For the *Tennessee End of Course Assessment*, a staff of writers – composed of both teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including particular items and test directions in operational tests.

### **Test administration**

*Tennessee End of Course Assessments* are given to students as they near the end of courses that are included in the program. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The English I test has been designed to be administered in one session and is not timed.\* The first 15 minutes are set aside to complete identifying data on the answer sheet.

I\* The English I test formerly featured a 110-minute time limit.

## **Tips for Taking the Test**

### **Preparing for the test**

- Review this Tennessee End of Course Item Sampler for English I carefully and thoroughly.
- Acquire the Tennessee End of Course Practice Test for English I, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet.

### **Before the test**

- Get a good night's sleep. To do your best, you need to be rested.

### **During the test**

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

## **Directions for Using the Item Sampler**

This Item Sampler for English I provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of course test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the End of Course Assessment Practice Test English I should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located in Page 47. Use it to check your answers. Review items that you get wrong.

Read the speech and answer questions 1 through 7.

### Limiting the Unlimited

- 1 Today, cell-phone texting has become the preferred form of communication for many teens. The number of messages sent daily is clear evidence of the trend. According to the Pew Research Center, in 2009 half of teen cell-phone users averaged 50 or more messages per day. Despite the popularity and convenience of text messages, teens should limit how frequently they let their thumbs do the talking. Too much texting will have a negative impact on other important aspects of their daily lives. How is it possible? The electronic mini-conversations affect writing and social skills, sleep habits, and a person's ability to pay attention.
- 2 Some may argue that texting encourages teens to write more, but the informal style weakens their writing abilities. A dismal lack of punctuation and poor capitalization mark their messages. Acronyms like "BRB" replace the words "be right back." This informal writing creeps into written assignments in school. The Pew Research Center reports that 64 percent of teens admit they have used improper texting language in schoolwork. In addition, texting may lessen students' descriptive skills. Writing in choppy, hurried fragments becomes a terrible habit. One study conducted in London confirmed the problem. Students who used cell phones wrote much less when asked to describe a picture than those who did not use cell phones.
- 3 Others may say texting offers the opportunity for more social interactions; however, social skills suffer, especially the ability to handle conflict. Teens in Pew focus groups admitted that they used texting to avoid confrontations with others. For instance, teens confessed they sent texts to ask permission from a parent to attend a certain movie rather than risk direct disapproval. Sherry Turkle, Massachusetts Institute of Technology social studies and technology professor, agrees that texting allows teens to avoid uncomfortable face-to-face encounters. Because a person could refuse them or be upset, teens send a text to lessen the impact. However, as a result, teens miss out on valuable experiences, such as becoming adept with the give-and-take of conversation. Is that wise? Will it help teens learn to deal with people in authority? With their teachers? With their future employers?
- 4 Many people point out that texting benefits teens by allowing them to contact others whenever necessary. Unfortunately, that means texting continues into the late-night hours, robbing teens of sleep. One Belgian study found that 21 percent of their teens disrupted their sleep up to three times a month to answer late-night text messages. Twelve percent answered late calls every other night or nightly. This practice can have a serious cost. Sleep deprivation causes anxiety, moodiness, depression, and memory problems. Without late-night texting, teens will get their required sleep.
- 5 Some teens feel that texting permits them to have more freedom to come and go, since their parents can easily get in touch with them. However, constant texting may actually diminish a teen's independence. Ten years ago, teens made countless decisions based on their own judgment. However, teens today often text their friends before making even a small choice. They ask simple questions like "What hat should I wear?" or "What book should I read?" Continually depending on another person's advice does not foster self-reliance; it undermines a person's confidence.
- 6 Last of all, new scientific studies show that texting may affect how the brain works. Researchers at the University of California examined how our minds remember information. They discovered that too much information makes it difficult for the mind to ignore what is irrelevant. Because of this, people who multitask are not able to pay attention as well as those who focus on one chore at a time. Chronic multitaskers are also less able to control their memory and to switch duties. When teens are constantly reading texts as they navigate through their day, their brains must multitask. Over time, such habits lessen a person's ability to concentrate on one task.
- 7 Regardless of the possible consequences, texting continues to increase, especially as more companies offer unlimited texting plans. However, is the convenience and popularity of texting worth the sacrifice of other important, valued skills? With determined effort, teens can counteract the negative effects and strive for a better balance. Though difficult, limiting the unlimited will improve all of a teen's communication connections.

## Reporting Category: Logic

### Numbers 1 through 4

**Performance Indicator:** 3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).

1. **Read this excerpt from Paragraph 2 of the speech.**

Some may argue that texting encourages teens to write more, but the informal style weakens their writing abilities. A dismal lack of punctuation and poor capitalization mark their messages. Acronyms like "BRB" replace the words "be right back." This informal writing creeps into written assignments in school.

**Which persuasive device is used in this excerpt?**

- ☐ A bandwagon
- ☐ B loaded words
- ☐ C plain folks
- ☐ D testimonial

**Performance Indicator:** 3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

2. **Which sentence from the speech best shows the speaker's bias against text messaging?**

- ☐ A Students who used cell phones wrote much less when asked to describe a picture than those who did not use cell phones.
- ☐ B Others may say texting offers the opportunity for more social interactions; however, social skills suffer, especially the ability to handle conflict.
- ☐ C Many people point out that texting benefits teens by allowing them to contact others whenever necessary.
- ☐ D Some teens feel that texting permits them to have more freedom to come and go, since their parents can easily get in touch with them.

## Reporting Category: Communication and Media

### Numbers 5 through 7

**Performance Indicator:** 3001.5.10 Identify a false premise in text.

3. Which statement from the speech is a false premise?

- ☐ A According to the Pew Research Center, in 2009 half of teen cell-phone users averaged 50 or more messages per day.
- ☐ B The Pew Research Center reports that 64 percent of teens admit they have used improper texting language in schoolwork.
- ☐ C Sleep deprivation causes anxiety, moodiness, depression, and memory problems.
- ☐ D Without late-night texting, teens will get their required sleep.

**Performance Indicator:** 3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.

4. Which statement is the weakest argument for "Limiting the Unlimited"?

- ☐ A Students who used cell phones wrote much less when asked to describe a picture than those who did not use cell phones.
- ☐ B Teens in Pew focus groups admitted that they used texting to avoid confrontations with others.
- ☐ C However, teens today often text their friends before making even a small choice.
- ☐ D Last of all, new scientific studies show that texting may affect how the brain works.

**Performance Indicator:** 3001.2.1 Identify the thesis and main points of a challenging speech.

5. Which sentence is the thesis statement of the speech?

- ☐ A Today, cell-phone texting has become the preferred form of communication for many teens.
- ☐ B The number of messages sent daily is clear evidence of the trend.
- ☐ C Too much texting will have a negative impact on other important aspects of their daily lives.
- ☐ D Last of all, new scientific studies show that texting may affect how the brain works.

**Performance Indicator:** 3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

6. Which option best describes the structure of this speech?

- ☐ A compare–contrast
- ☐ B chronological order
- ☐ C proposition–support
- ☐ D order of importance



**Performance Indicator:** 3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).

7.

**Read this excerpt from Paragraph 3 of the speech.**

Is that wise? Will it help teens learn to deal with people in authority? With their teachers? With their future employers?

**In these sentences, the speaker uses rhetorical questions and**

- ☐ A analogies.
- ☐ B repetition.
- ☐ C hyperbole.
- ☐ D understatement.

Read the editorial for a school district's newspaper and answer questions 8 through 14.

## Take the Plunge

Last month, our school district conducted a market study to project student growth for the next few years. The study found that we would experience a 25 percent increase in student population. In response to this expected growth, I believe that our high school would benefit greatly by adjusting our curriculum to include online courses.

Offering core high school classes online is an emerging trend across the United States. As an English teacher in the district, I have witnessed firsthand the disadvantages to having too many students in core classes. Increased class sizes make it extremely difficult to meet the needs of individual students. Online courses would allow fewer students to be on campus during regular school hours. Instead, some students would complete their lessons from their homes, allowing them to focus on studying without classroom distractions.

In addition, online courses could save our district money. With students enrolling in classes online, fewer physical textbooks would be needed for students. This would allow us to reduce the number of textbooks purchased. The textbooks would be available online for student use. If the number of students in the district increases, we would not have to purchase additional textbooks. In fact, even students still attending classes on campus could access the same textbooks that students who take courses online use.

Another expense our district faces due to higher enrollment is the cost of teacher salaries. With online courses, hiring additional teachers is unnecessary. Our current number of teachers could teach more students. With these savings, the district has the ability to maintain other programs at risk because of a lack of funding.

Not only would online courses save our district money, but they would also save our students time. Many high school students have overloaded schedules. Taking courses online would allow students to manage their own timelines for completing course work. Since many high school students hold jobs, online courses would provide more flexibility with the number of days and hours they work each week. For example, a student could attend classes on campus in the morning and then take the rest of his or her classes online, allowing for a part-time job in the afternoon. Employers would employ more students if they had flexible schedules.

Online courses also allow students to tailor their classes to meet individual needs. For example, students moving into the district who missed a lower-level course in a particular subject area could catch up to their peers when needed. In addition, students could choose courses in specific content areas to prepare them for college. Our district could even cooperate with the local university to offer college credit for some of the upper-level online courses.

Finally, online courses foster further use of the Internet to enhance student learning. Students could use the Web to locate resources in every area of study. For instance, art courses can include links to museums, galleries, and other Web sites featuring specific eras or artists. History classes can link students to videos of historical events, such as presidential inaugural speeches or tours of historical buildings.

In light of the recent market study, I certainly feel that the district should at least consider the idea of using online courses for our school. With the increasing student population and the necessity for computer skills in everyday life and work, online courses would allow our students, our district, and our community to take the plunge into a new era of educational technology.

## Reporting Category: Writing and Research

**Performance Indicator:** 3001.3.15 Identify the mode in which a writing sample is written.

8. In which mode is the editorial written?

- ☐ A descriptive
- ☐ B informative
- ☐ C persuasive
- ☐ D narrative

## Reporting Category: Informational Text

Numbers 9 through 9

**Performance Indicator:** 3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.

9. Read this paragraph from the editorial.

Not only would online courses save our district money, but they would also save our students time. Many high school students have overloaded schedules. Taking courses online would allow students to manage their own timelines for completing course work. Since many high school students hold jobs, online courses would provide more flexibility with the number of days and hours they work each week. For example, a student could attend classes on campus in the morning and then take the rest of his or her classes online, allowing for a part-time job in the afternoon. Employers would employ more students if they had flexible schedules.

**What is the stated main idea of the paragraph?**

- ☐ A The school district will save money by using online courses.
- ☐ B Employers will hire more students who take online courses.
- ☐ C Schools that provide online courses will save students time.
- ☐ D Students who take online courses can work a part-time job.

## Reporting Category: Communication and Media

**Performance Indicator:** 3001.2.2 Distinguish between a summary and a paraphrase.

10. Read this paragraph from the editorial.

In addition, online courses could save our district money. With students enrolling in classes online, fewer physical textbooks would be needed for students. This would allow us to reduce the number of textbooks purchased. The textbooks would be available online for student use. If the number of students in the district increases, we would not have to purchase additional textbooks. In fact, even students still attending classes on campus could access the same textbooks that students who take courses online use.

**Which of the following is a summary, not a paraphrase, of the paragraph?**

- ☐ A Offering textbooks online could save money for our schools. The district would not need to purchase new textbooks, even if the district grows.
- ☐ B Online courses could save our district money. All students could access their textbooks online so that fewer textbooks would need to be purchased.
- ☐ C Online courses could allow our district to save money. Fewer textbooks would be purchased if the books were available to use online. Both students in the classroom and students enrolled in online courses would use the online textbooks. This would save money even if the district grows.
- ☐ D Providing courses online could help save money for our schools. If students could view their textbooks online, the district would not have to buy more textbooks. If more students move to the district, they would be able to use the online textbooks. The district would not have to buy new ones.

## Reporting Category: Writing and Research

**Performance Indicator:** 3001.3.9 Identify a statement that reveals the writer's attitude.

11. Which sentence from the editorial **best** reveals the author's attitude about the benefits of offering online courses to high school students?

- ☐ A Offering core high school classes online is an emerging trend across the United States.
- ☐ B Increased class sizes make it extremely difficult to meet the needs of individual students.
- ☐ C Another expense our district faces due to higher enrollment is the cost of teacher salaries.
- ☐ D Taking courses online would allow students to manage their own timelines for completing coursework.

**Performance Indicator:** 3001.3.10 Identify the targeted audience for a selected passage.

12. For which audience is the editorial **most** likely written?

- ☐ A members of the school board
- ☐ B students attending high school
- ☐ C teachers of high school students
- ☐ D employees of textbook companies

**Reporting Category: Writing and  
Numbers 14 through 14 Research**

**Performance Indicator:** 3001.4.6 Identify information that must be cited or attributed within a writing sample.

13. Which sentence from the editorial should cite a source?

- ☐ A The study found that we would experience a 25 percent increase in student population.
- ☐ B Online courses would allow fewer students to be on campus during regular school hours.
- ☐ C The textbooks would be available online for student use.
- ☐ D Students could use the Web to locate resources in every area of study.

**Performance Indicator:** 3001.3.2 Choose the most effective order of sentences in a paragraph.

14. Read this paragraph from the editorial.

(1) In addition, students could choose courses in specific content areas to prepare them for college. (2) For example, students moving into the district who missed a lower-level course in a particular subject area could catch up to their peers when needed. (3) Our district could even cooperate with the local university to offer college credit for some of the upper-level online courses. (4) Online courses also allow students to tailor their classes to meet individual needs.

**Choose the best order for these sentences.**

- ☐ A 1, 3, 4, 2
- ☐ B 2, 4, 3, 1
- ☐ C 3, 4, 2, 1
- ☐ D 4, 2, 1, 3

**Reporting Category: Language**

Numbers 15 through 16

**Performance Indicator:** 3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.

15.

**Read these sentences.**

My parents went out for the evening. I had to babysit my younger siblings.

**Which revision shows the best way to combine the sentences?**

- ☐ **A** Although I had to babysit my younger siblings, my parents went out for the evening.
- ☐ **B** Because my parents went out for the evening, I had to babysit my younger siblings.
- ☐ **C** Although my parents went out for the evening, I had to babysit my younger siblings.
- ☐ **D** Because I had to babysit my younger siblings, my parents went out for the evening.

**Performance Indicator:** 3001.1.7 Recognize correct subject-verb agreement with intervening elements.

16.

**Which sentence shows correct subject-verb agreement?**

- ☐ **A** Everyone who went to the carnival lay sleeping in the car.
- ☐ **B** She was a good swimmer but had not swam the river before.
- ☐ **C** The cats that she found in the park have drunken all of the milk.
- ☐ **D** The lanterns that hanged from the dock shone light on the boat.

**Reporting Category: Communication and Media**

Numbers 17 through 18

**Performance Indicator:** 3001.2.3 Distinguish between a critique and a summary.

17.

**How does a critique differ from a summary?**

- ☐ **A** A summary restates the story, while a critique provides an opinion.
- ☐ **B** A summary informs the reader, while a critique entertains the reader.
- ☐ **C** A summary explains to the reader, while a critique persuades the reader.
- ☐ **D** A summary retells the whole story, while a critique retells part of the story.

**Performance Indicator:** 3001.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).

18.

**Which strategy would best help a leader work productively with a team?**

- ☐ **A** Give each speaker a time limit.
- ☐ **B** Speak in an authoritative tone.
- ☐ **C** Listen to various points of view.
- ☐ **D** Assign tasks to reliable members.



Read the rough draft of a short story below and the memoir “It Is the Little Things that Matter Most”. The rough draft may contain errors. Read the rough draft and the memoir, then answer questions 19 through 27.

### The Search

- 1 Claudette Hokum stood in the doorway of her cramped office, watching the late afternoon sunlight slant in through the floor-to-ceiling glass panes of the hardware store . . . her store. Hokum Hardware had been in business for seventy-five years. Claudette took over running the store from her father, who was a young man when his own dad started the business in this very building. Glancing at the large clock hanging over the cash register, Claudette took note of the time. She had one last interview scheduled for the day, but she held out little hope. The fact that she could not find a single youngster in this big old town who met her standards might make her laugh if it were not so sad.
- 2 The old hardwood floor groaned as Claudette walked into the office, seating herself behind the decades-old desk. Although plenty of kids were happy to take her money, she had yet to find one who was truly willing to *work*. Claudette knew what most of the youngsters she had employed said about her. They thought she was a tough old bird with unreasonable expectations. Claudette was certain the children of her youth would not have complained if an employer told them work began at 8 a.m. sharp. Kids these days, however, were another matter.
- 3 She needed to find someone willing to do the job she hired him or her to do, to show up on time, and stay until the work was finished. *I need*, she thought, sadly, *to find someone who loves this old place as much I do*.
- 4 A tentative rap on the office door drew Claudette’s gaze to a young girl shifting nervously from foot to foot. Claudette sat straight in her chair and looked down at the interview schedule.
- 5 “Let’s see here,” she said in the clipped tones that often sent people heading for the nearest exit. “I suppose you are my three o’clock interview.”
- 6 “Yes, ma’am,” replied the girl, and although she was clearly nervous, Claudette appreciated the fact that the girl looked her directly in the eyes when she answered.
- 7 Glancing again at the clock, Claudette said, “It appears you are ten minutes early.”
- 8 “Yes, ma’am,” the girl said again. “I can wait outside if you like.” Claudette noticed the way the girl tilted her chin up as she added, “I’d rather be too early than too late.”
- 9 A ghost of a smile passed over Claudette’s face as she motioned to the girl.
- 10 “Come on in . . . and close the door behind you. I have a feeling we’re going to get along just fine.”

### It Is the Little Things that Matter Most

Looking back, how could I have known that my life would change with one decision? Although I have heard it said many times before, in this case it was certainly true; sometimes it is the little things that matter most.

My father’s garage was a haven for me when I was growing up—we used to plug in the radio and listen to the oldies station while Dad shared his passion for woodwork. I learned so much more from him than how to sand wood properly or to handle a saw. Dad taught me to be responsible, to be honest, and to pass on a job if it could not be completed on time. If Dad scheduled a meeting to discuss a project with a client, he always arrived ten minutes early.

“Always better to be too early than too late,” Dad said knowingly. “Remember that, Clara. People will respect you for it.”

Any time Dad needed supplies, he picks them up at Hokum Hardware. I never understood why. Everyone knew old Mrs. Hokum was gruff and unfriendly. Why not shop at the new hardware store across town? Dad said there was just something about Hokum’s Hardware that made him feel he was in the right place.

One day, as I was walking in to Hokum’s, a sign taped to the front door caught my eye.



As we stepped inside the store, Dad gave me a nudge. “This might be right up your alley.”

I looked at him doubtfully. “What do you think it will be like to work for Mrs. Hokum?”

Dad thought it over. “If you show up on time and do the job, then I think you will be surprised how well the two of you will get along.”

Dad had no idea how prophetic his words were. What began as a part-time job led to a manager’s position. Ten years later Mrs. Hokum retired, leaving me to run the store full time, and I have continued to do so ever since.

Sometimes people ask me what it is like to run a hardware store. I usually shrug, thinking that the smell of this place reminds me of Dad’s garage. I tell them that, to me, there is something about Hokum’s Hardware that just feels right.

## Reporting Category: Literature

Numbers 19 through 22

**Performance Indicator:** 3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues.

19. Which sentence from "The Search" indicates that Claudette is an older woman?

- ☐ A Claudette took over running the store from her father, who was a young man when his own dad started the business in this very building.
- ☐ B The old hardwood floor groaned as Claudette walked into the office, seating herself behind the decades-old desk.
- ☐ C Claudette was certain the children of her youth would not have complained if an employer told them work began at 8 a.m. sharp.
- ☐ D A tentative rap on the office door drew Claudette's gaze to a young girl shifting nervously from foot to foot.

**Performance Indicator:** 3001.8.2 Differentiate among verbal, situational, and dramatic irony.

20. Read this excerpt from "The Search."

She had one last interview scheduled for the day, but she held out little hope. The fact that she could not find a single youngster in this big old town who met her standards might make her laugh if it were not so sad.

The excerpt is an example of which type of irony?

- ☐ A verbal
- ☐ B dramatic
- ☐ C situational
- ☐ D no irony

**Performance Indicator:** 3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).

21. Read this excerpt from "The Search."

Glancing again at the clock, Claudette said, "It appears you are ten minutes early."

"Yes, ma'am," the girl said again. "I can wait outside if you like." Claudette noticed the way the girl tilted her chin up as she added, "I'd rather be too early than too late."

A ghost of a smile passed over Claudette's face as she motioned to the girl.

"Come on in . . . and close the door behind you. I have a feeling we're going to get along just fine."

Which literary element is contained in the excerpt?

- ☐ A foreshadowing
- ☐ B allegory
- ☐ C flashback
- ☐ D parody

**Performance Indicator:** 3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

22. Read this excerpt from "The Search."

The old hardwood floor groaned as Claudette walked into the office, seating herself behind the decades-old desk.

Although plenty of kids were happy to take her money, she had yet to find one who was truly willing to work.

This excerpt contains an example of

- ☐ A a pun.
- ☐ B hyperbole.
- ☐ C a metaphor.
- ☐ D personification.



**Reporting Category: Language**

Numbers 23 through 23

**Performance Indicator:** 3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.

23. Read this sentence from "It Is the Little Things that Matter Most."

Any time Dad needed supplies, he picks them up at Hokum Hardware.

**Which is the best way to revise the underlined portion of the sentence?**

- ☐ A he pick
- ☐ B they pick
- ☐ C he picked
- ☐ D they picked

**Reporting Category: Writing and**

Numbers 24 through 24

**Research**

**Performance Indicator:** 3001.3.12 Identify sentences with nonparallel construction.

24. Read this sentence from "It Is the Little Things that Matter Most."

Dad taught me to be responsible, to be honest, and to pass on a job if it could not be completed on time.

**Which sentence has parallel construction like the sentence from the passage?**

- ☐ A In order to work in the library, students must agree to work quietly, swiftly, and efficiently.
- ☐ B Birds have been known to make nests from twigs, twine, or any other pliable material they may find.
- ☐ C Josephine claims the secret to growing iris bulbs is to plant them shallowly, to water them thoroughly, and to fertilize them once a month.
- ☐ D Coach Morin told the students in the physical education class that determination, endurance, and integrity are essential qualities for students interested in the track team.

**Reporting Category: Literature**

Numbers 25 through 27

**Performance Indicator:** 3001.8.9 Identify the common stated or implied theme in a series of passages.

25. Which is the **best** statement of a theme shared by the memoir and the short story?

- ☐ A Taking risks will pay off eventually.
- ☐ B Working hard builds a strong character.
- ☐ C Finding reliable employees is challenging.
- ☐ D Spending time with family creates memories.

**Performance Indicator:** 3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).

26. If "The Search" and "It Is the Little Things that Matter Most" were set in a modern department store, which aspect of the plot would be affected?

- ☐ A Claudette's need to hire an employee
- ☐ B the work ethic required by Claudette
- ☐ C the background of the characters
- ☐ D the type of conflict

**Performance Indicator:** 3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).

27.

**How do the memoir "It is the Little Things that Matter Most" and the short story "The Search" differ?**

- ☐ **A** The short story is longer than the memoir.
- ☐ **B** The memoir has more detail than the short story.
- ☐ **C** The memoir is more personal than the short story.
- ☐ **D** The short story has fewer characters than the memoir.

## Reporting Category: Logic

Numbers 28 through 29

Performance Indicator: 3001.5.2 Choose a logical word to complete an analogy.

28.

Which word **best** completes the analogy?Contemporary is to ancient as \_\_\_\_\_ is to sorrow.

- ☐ A grief
- ☐ B bliss
- ☐ C guilt
- ☐ D woe

Performance Indicator: 3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy) within a given argument.

29.

Read this paragraph.

If you are eating fast food, then you are eating your way to an early grave. Studies have shown that people who eat fast food die an average of ten to fifteen years earlier than those who eat food cooked at home. Are you willing to take that risk for a cheeseburger?

On which logical fallacy is the argument based?

- ☐ A appeal to emotion
- ☐ B false dilemma
- ☐ C appeal to fear
- ☐ D false analogy

**Reporting Category: Communication and Media**

Numbers 30 through 30

**Performance Indicator:** 3001.7.6 Infer the mood represented in a non-print medium.

30.

**Look at the photo.****What mood can be inferred from the photo?**

- ☐ A affectionate
- ☐ B distracted
- ☐ C indifferent
- ☐ D sympathetic

**Reporting Category: Writing and Research**

Numbers 31 through 31

**Performance Indicator:** 3001.3.15 Identify the mode in which a writing sample is written.

31.

**Read this paragraph.**

After reading the article "How to Improve Your Diet," I suddenly became aware of all of the unhealthy choices I make. For example, the article said that you should always pack your lunch, but I always buy lunch when I am away from home. The article also stated, "It is important to split the portions on your plate in half to avoid overeating." Yet, I usually leave the restaurant overly full. You should reexamine your eating habits if you want to lead a healthier lifestyle.

**In which mode is the paragraph written?**

- ☐ A persuasion
- ☐ B description
- ☐ C exposition
- ☐ D narration

Read the letter and answer questions 32 through 39.

5678 Sunrise Hills Road  
Centerville, Tennessee 55443

July 28, 2011

Apple Blossom Parade Selection Committee  
Attention: Mr. Bob Samuelson  
1234 Apple Blossom Heights Blvd.  
Seattle, Washington 77880

Dear Mr. Samuelson,

- 1 My name is Deborah Booth, and I am the president of the Sunrise High School Alumni Band Boosters Club here in Centerville, Tennessee. As a former drum major of Sunrise High School, I am writing to recommend that you select the Sunrise High School Marching Band to perform in the Apple Blossom Parade. With over one hundred members in our band, I feel the students have a great deal to offer as participants.
- 2 The marching band at Sunrise High School has a great deal of performance experience that merits participation in the Apple Blossom Parade. We were the first band to march in the Tennessee State Fair kickoff parade. The band, also participated in numerous marching competitions, earning the state championship award at the Tennessee State Marching Band Competition last year. Our band is also scheduled to perform in the upcoming National Band Festival held in Tennessee's capital city of Nashville next year.
- 3 The experience of our dedicated directors, Mr. Lazo and Ms. Collins, greatly contributes to the success of our band. They received countless awards for their unique style and cutting-edge marching formations. Principal Rick Rogers stated in the state band newsletter I've never seen such exquisite formations on a high school football field. The experience of our directors qualifies them to create a dynamic routine for the Apple Blossom Parade.
- 4 Our band students themselves are truly dedicated to helping in our local community. In addition to hours of practice each week, the students volunteer at least five hours of service each grading quarter. They provide services such as playing their instruments at nursing homes, retirement communities, and preschools. Our beautiful community park with its new amphitheater will host several musical performances this year. Several of the members even give music lessons to younger children. "If it weren't for these fine musicians, my son would have never learned to play the trumpet" said Joel Briggs, a parent in our community. This commitment to our community is another reason why we should select the band to perform in the Apple Blossom Parade.
- 5 If you choose the Sunrise High School Band, the band boosters club is prepared to help the students raise funds for their trip to Seattle. We will gain support from the community by holding a concert and selling tickets. We will also provide space in our monthly newsletters and concert programs for community businesses to purchase advertising.
- 6 Please consider accepting the Sunrise High School Marching Band's application to participate in the Apple Blossom Parade. With the experience of the marching band, the creativity of the directors, the dedication of the band members, and the support from the band boosters club the Sunrise High School Marching Band will represent the Apple Blossom Parade in a positive manner.

Respectfully,

Deborah Booth  
President, Sunrise High School Alumni Band Boosters Club

## Reporting Category: Language

### Numbers 32 through 37

**Performance Indicator:** 3001.1.3 Use a variety of techniques to correct sentence fragments.

32. Read this excerpt from Paragraph 6 of the letter.

With the experience of the marching band, the creativity of the directors, the dedication of the band members, and the support from the band boosters club the Sunrise High School Marching Band will represent the Apple Blossom Parade in a positive manner.

**What is the correct way to write the underlined section to correct the sentence fragment?**

- ☐ A band boosters club, then the Sunrise High School Marching Band
- ☐ B band boosters club; the Sunrise High School Marching Band
- ☐ C band boosters club, the Sunrise High School Marching Band
- ☐ D band boosters club the Sunrise High School Marching Band

**Performance Indicator:** 3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).

33. Read this sentence from Paragraph 4 of the letter.

This commitment to our community is another reason why we should select the band to perform in the Apple Blossom Parade.

**Which pronoun is the best replacement for the underlined word?**

- ☐ A he
- ☐ B you
- ☐ C your
- ☐ D them

**Performance Indicator:** 3001.1.10 Recognize the correct placement of end marks with quotation marks.

34.

**Read this sentence from Paragraph 4 of the letter.**

"If it weren't for these fine musicians, my son would never have learned to play the trumpet" said Joel Briggs, a parent in our community.

**Which option shows correct punctuation of the sentence?**

- ☐ A "If it weren't for these fine musicians, my son would never have learned to play the trumpet?" said Joel Briggs, a parent in our community.
- ☐ B "If it weren't for these fine musicians, my son would never have learned to play the trumpet, said Joel Briggs, a parent in our community."
- ☐ C "If it weren't for these fine musicians, my son would never have learned to play the trumpet," said Joel Briggs, "a parent in our community."
- ☐ D "If it weren't for these fine musicians, my son would never have learned to play the trumpet," said Joel Briggs, a parent in our community.

**Performance Indicator:** 3001.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations.

35.

**Read this sentence from Paragraph 3 of the letter.**

Principal Rick Rogers stated in the state band newsletter I've never seen such exquisite formations on a high school football field.

**What is the best way to punctuate this sentence?**

- ☐ A Principal Rick Rogers stated in the state band newsletter, "I've never seen such exquisite formations on a high school football field."
- ☐ B Principal Rick Rogers stated in the state band newsletter ", I've never seen such exquisite formations on a high school football field."
- ☐ C Principal Rick Rogers stated, "in the state band newsletter, I've never seen such exquisite formations on a high school football field."
- ☐ D Principal Rick Rogers stated in the state band newsletter "I've never seen such exquisite formations on a high school football field".



**Performance Indicator:** 3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).

36. Which sentence from the passage uses the underlined word **incorrectly**?

- ☐ A Our band is also scheduled to perform in the upcoming National Band Festival held in Tennessee's capital city of Nashville next year.
- ☐ B In addition too hours of practice each week, the students volunteer at least five hours of service each grading quarter.
- ☐ C They provide services such as playing their instruments at nursing homes, retirement communities, and preschools.
- ☐ D Please consider accepting the Sunrise High School Marching Band's application to participate in the Apple Blossom Parade.

**Performance Indicator:** 3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.

37. Read this sentence from Paragraph 2 of the letter.

The band, also participated in numerous marching competitions, earning the state championship award at the Tennessee State Marching Band Competition last year.

Which sentence shows the **best** revision for the underlined section?

- ☐ A The band also participated in numerous marching competitions, earning the state championship award at the Tennessee State Marching Band Competition last year.
- ☐ B The Band also participated in numerous marching competitions earning the state championship award at the Tennessee State Marching Band Competition last year.
- ☐ C The Band, also participated in numerous marching competitions, earning the state championship award at the Tennessee State Marching Band Competition last year.
- ☐ D The band, also participated in numerous marching competitions; earning the state championship award at the Tennessee State Marching Band Competition last year.

**Reporting Category: Writing and  
Numbers 38 through 39 Research**

**Performance Indicator:** 3001.3.6 Select the thesis statement in a writing sample or passage.

**38. Which sentence is the thesis statement of Deborah Booth's letter to Mr. Samuelson?**

- ☐ **A** My name is Deborah Booth, and I am the president of the Sunrise High School Alumni Band Boosters Club here in Centerville, Tennessee.
- ☐ **B** As a former drum major of Sunrise High School, I am writing to recommend that you select the Sunrise High School Marching Band to perform in the Apple Blossom Parade.
- ☐ **C** The marching band at Sunrise High School has a great deal of performance experience that merits participation in the Apple Blossom Parade.
- ☐ **D** If you choose the Sunrise High School Marching Band, the band boosters club is prepared to help the students raise funds for their trip to Seattle.

**Performance Indicator:** 3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

**39. Which sentence from the letter should be deleted because it is irrelevant?**

- ☐ **A** With over one hundred members in our band, I feel the students have a great deal to offer as participants.
- ☐ **B** The experience of our dedicated directors, Mr. Lazo and Ms. Collins, greatly contributes to the success of our band.
- ☐ **C** They received countless awards for their unique style and cutting-edge marching formations.
- ☐ **D** Our beautiful community park with its new amphitheater will host several musical performances this year.



**Reporting Category: Literature**

Numbers 40 through 40

**Performance Indicator:** 3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).

40.

**Read the paragraph.**

The shoes were the most beautiful shoes I had ever seen. I walked by the window day after day just to stare at them. I worked babysitting jobs, lifeguarding jobs, and lawn jobs to save enough money to purchase the shoes. Sadly, when I could finally afford to buy them, the price had increased.

**The paragraph uses which literary element?**

- ☐ **A** flashback
- ☐ **B** allegory
- ☐ **C** parody
- ☐ **D** irony

**Reporting Category: Communication and Media**

Numbers 41 through 42

**Performance Indicator:** 3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

41.

**To maintain an audience's attention during an oral report, the speaker should**

- ☐ **A** make eye contact.
- ☐ **B** read the notes carefully.
- ☐ **C** keep an even tone of voice.
- ☐ **D** eliminate visual distractions.

Performance Indicator: 3001.7.2 Select the type of conflict represented in a non-print medium.

42.

Look at the photo.



What is the primary conflict in the photo?

- ☐ A person vs. self
- ☐ B person vs. nature
- ☐ C person vs. person
- ☐ D person vs. machine

Read the drafts of the research papers “Fire and Ice” and “Living in Island”. They may contain errors. Then answer questions 43 through 51.

## Fire and Ice

- 1 The country of Iceland intrigues many people. Most believe that the country lies far away from civilization and that ice blankets the land. However, Iceland is actually only five and one-half hours across the North Atlantic Ocean from New York City and has a relatively moderate climate. The state of Minnesota actually has colder winters than Iceland.
- 2 Another interesting fact about Iceland is that the country has the largest concentration of volcanoes in the world. Made entirely of cooling basaltic lava, Iceland contributes one-third of Earth’s molten lava output. With over 130 volcanic mountains and thirty-five active volcanoes, Iceland has a volcanic eruption approximately every five years. An estimated 500,000 tourists visit the interesting attractions of Iceland each year. The most recent eruption in Iceland occurred from the volcano Grimsvotn in 2011.
- 3 The reason Iceland has so many volcanoes is because of its location along the Eurasian and North American plates. Earth’s surface is made up of seven major plates that fit together like a puzzle. The plates move and rub together along the faults, creating paths for the molten lava to travel and bubble to the surface. Then the volcanoes erupt.
- 4 Some of Iceland’s volcanoes are undersea volcanoes that erupt under the waters of the Atlantic Ocean. When the undersea volcanoes erupt, they push up rock to create new islands. Iceland formed in this way, making it one of the newest land areas on Earth.
- 5 The volcanoes of Iceland provide many benefits to the country. The volcanoes supply an inexpensive energy source. Two-thirds of Iceland’s electricity is generated by water and steam. Water creates hydroelectric power, and steam propels turbines that create electricity. The underground steam can also heat water supplies on the island. The volcanoes create a natural, pollution-free, hot-water supply for the country. Considered by some to look like an early planet Earth, Iceland’s stunning fire and ice scenery attracts many tourists. People are captivated to see the glaciers and volcanoes sitting side by side and experience lakes warmed by hot underground steam.

## Living in Iceland

- 1 What is it like to live in Iceland? Most people might think an island located near the Arctic Circle is a frigid, desolate, lonely place. On the contrary, the country of Iceland has a mild climate, a green landscape, and a thriving city. Although the country of Iceland is similar to parts of the United States, it is also different in many ways.
- 2 People living in the United States experience all types of weather patterns. From unbearably hot summers to frigidly cold winters, visitors find a wide range of temperatures and climates. Iceland, however, has a fairly constant climate year-round with temperatures ranging from 31 degrees in the winter to 60 degrees in the summer. The warm waters from the Atlantic Ocean keep the climate in Iceland more tolerable than other countries of the same latitude. In fact, citizens and tourists can enjoy swimming in soothing outdoor pools during any month of the year.
- 3 Swimming in Iceland is more common than you would expect. The country of Iceland formed from a series of volcanoes. These volcanoes generate hot steam underground that warms pools of water like a hot tub. One of the most popular pools, the Blue Lagoon, is a massive lake of bubbling water that invites people to swim in its luxurious warmth, even on the coldest days in Iceland.
- 4 The education system in Iceland is ranked as one of the best in the world. As in the United States, children attend public schools beginning in preschool and ending with higher education. But unlike most parts of the United States, school children learn four languages: Icelandic, English, Danish, and a choice of French or German. English is the most common language spoken in Iceland, although the country does have its own Icelandic language. Another curious fact about schools in Iceland is that every student is taught to swim. Because of the numerous naturally heated pools and springs, swimming is a common activity and all children are expected to learn for their personal safety.
- 5 The United States has nearly 30,000 incorporated cities. However, Iceland has only one major city: its capital, Reykjavik, a trendy cosmopolitan area with restaurants, shopping, museums, and outdoor sports activities. The city provides a safe environment, similar to that of American small towns of the 1950s. Icelandic people are friendly and honest. For example, moms leave their strollers parked outside stores while they shop inside, knowing they will still be there when they return.
- 6 One of the most interesting differences between the United States and Iceland is the way babies are named. Similar to Native American names, every child’s name has a meaning, such as a tree, bird, mammal, or warrior. A special naming committee must even approve new names that have never been used before. To make naming even more unique, no family names are given in Iceland. Instead, babies are given a name. Then boys add their father’s name followed by the suffix “-son.” Girls add their father’s name followed by the suffix “-dotir (daughter).” For example, Thom has a son named Luc Thomsson and a daughter named Frida Thomsdotir. Siblings from the same family have different last names.
- 7 Like the United States, Iceland is a country that attracts many tourists. With its beautiful natural geysers and hot springs and its interesting museums and architecture, Iceland is a popular place to visit. So next time you want to see an exciting, unique country, say goodbye and book a vacation to the North Atlantic. You will be glad you did.

## Reporting Category: Writing and Research

Numbers 43 through 44

**Performance Indicator:** 3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage

43. Which sentence in Paragraph 2 of "Fire and Ice" is irrelevant and should be deleted?
- ☐ A Made entirely of cooling basaltic lava, Iceland contributes one-third of Earth's molten lava output.
  - ☐ B With over 130 volcanic mountains and thirty-five active volcanoes, Iceland has a volcanic eruption approximately every five years.
  - ☐ C An estimated 500,000 tourists visit the interesting attractions of Iceland each year.
  - ☐ D The most recent eruption in Iceland occurred from the volcano Grimsvotn in 2011.

**Performance Indicator:** 3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

44. What is the best order for Paragraphs 1, 2, and 3 of "Fire and Ice"?
- ☐ A 1, 3, 2
  - ☐ B 2, 3, 1
  - ☐ C 3, 1, 2
  - ☐ D no change

## Reporting Category: Logic

Numbers 45 through 45

**Performance Indicator:** 3001.5.3 Evaluate text for fact and opinion.

45. Which statement from "Fire and Ice" is an opinion?
- ☐ A The state of Minnesota actually has colder winters than Iceland.
  - ☐ B When the undersea volcanoes erupt, they push up rock to create new islands.
  - ☐ C The volcanoes of Iceland provide many benefits to the country.
  - ☐ D Water creates hydroelectric power, and steam propels turbines that create electricity.

## Reporting Category: Informational Text

Numbers 46 through 46

**Performance Indicator:** 3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

46. Read this paragraph from "Fire and Ice."

The reason Iceland has so many volcanoes is because of its location along the Eurasian and North American plates. Earth's surface is made up of seven major plates that fit together like a puzzle. The plates move and rub together along the faults, creating paths for the molten lava to travel and bubble to the surface. Then the volcanoes erupt.

**How is this paragraph organized?**

- ☐ A proposition—support
- ☐ B compare—contrast
- ☐ C problem—solution
- ☐ D cause—effect

**Reporting Category: Language**

Numbers 47 through 47

**Performance Indicator:** 3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).

47. Read this sentence from "Living in Iceland."

So next time you want to see an exciting, unique country, say goodbye and book a vacation to the North Atlantic.

**Which expression is a correct replacement for goodbye as it is used in the sentence?**

- ☐ A *deja vu*
- ☐ B *tabula rasa*
- ☐ C *bon voyage*
- ☐ D *carte blanche*

**Reporting Category: Writing and**

Numbers 48 through 48

**Research**

**Performance Indicator:** 3001.3.11 Determine the writer's purpose in a writing sample.

48. What is the author's main purpose for writing "Living in Iceland"?

- ☐ A to persuade readers to live in the country of Iceland
- ☐ B to compare living in Iceland to living in the United States
- ☐ C to entertain readers with a story about swimming in Iceland
- ☐ D to inform readers about weather in Iceland and the United States

**Reporting Category: Logic**

Numbers 49 through 49

**Performance Indicator:** 3001.5.4 Analyze cause-effect relationships in text.

49. According to the information presented in "Living in Iceland," what causes outdoor swimming pools to be usable year-round?

- ☐ A The volcanoes produce underground steam.
- ☐ B The island has a large number of pools.
- ☐ C The water from the ocean is warm.
- ☐ D The climate of the island is mild.



## Reporting Category: Writing and Research

### Numbers 50 through 51

**Performance Indicator:** 3001.4.5 Determine which statement presents an opposing view from those stated on a Web page.

50. Read this Web page.

#### How to Name Your Child in Iceland

*Use this handy Web page to help you select the perfect name for your baby.*

New names are welcomed by the government in the country of Iceland. No approval is needed.

Common Icelandic first names are derived from trees, birds, mammals, or warriors. First, click on one of the following links to view a list of names associated with each category.

**Trees**

**Birds**

**Mammals**

**Warriors**

If after viewing the multitude of suggested names on this Web site you still cannot find a name that is meaningful to your family, feel free to make up your own first name.

Once you have found a first name that is meaningful to your family you are ready to move on to your baby's second name.

In Iceland, it is common for families to have multiple second names.

If you have a girl, take the father's first name and add the suffix "dottir"

If you have a boy, take the father's first name and add the suffix "son"

If a father's name is Thom, two siblings would have different second names. The daughter's second name would be Thomsdottir and the son's second name would be Thomsson.

*Now the naming of your baby is complete.*

**Which idea from the Web page contradicts information given in the passage "Living in Iceland"?**

- ☐ A Specific suffixes are used when naming babies in Iceland.
- ☐ B Many citizens in Iceland choose names with special meanings.
- ☐ C In Iceland, siblings from the same family have different second names.
- ☐ D In Iceland, citizens choose original names without government approval.

**Performance Indicator:** 3001.4.6 Identify information that must be cited or attributed within a writing sample.

51. Which sentence from "Living in Iceland" should have a cited source?

- ☐ A People living in the United States experience all types of weather patterns.
- ☐ B The country of Iceland formed from a series of volcanoes.
- ☐ C The education system in Iceland is ranked as one of the best in the world.
- ☐ D Another curious fact about schools in Iceland is that every student is taught to swim.

## Reporting Category: Literature

Numbers 52 through 54

Performance Indicator: 3001.8.2 Differentiate among verbal, situational, and dramatic irony.

52.

**Read this excerpt from a short story.**

Eduardo strode confidently into the classroom on Monday morning, proud of all he had accomplished over the weekend. Eduardo was notorious for waiting until the day before a project was due to start working on it. He always spent the night before the due date scrambling to throw something together. After the last miserable all-night experience, Eduardo promised himself that the next project would be different...and it was.

Eduardo began on Friday, planning what he wanted to accomplish over the weekend. On Saturday, he gathered his sources and sketched out an outline. He also started working on a poster board filled with photographs and information. He worked steadily all weekend, enjoying the fact that he could do so without rushing, and by Sunday afternoon, he was finished.

Now, he grinned broadly as he approached Mr. Koffman's desk.

"I did it, Mr. Koffman! I finished the project with time to spare!"

Mr. Koffman looked puzzled at first, then amused. "I'd say so," he said with a smile. "The projects are not due until *next* Monday!"

**This excerpt is an example of which type of irony?**

- ☐ A verbal
- ☐ B dramatic
- ☐ C situational
- ☐ D no irony

**Performance Indicator:** 3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

53.

**Read the excerpt from a short story.**

Elijah sat on the bench as the noise of the city league basketball game swelled around him. Wiping the sweat from his face, he pulled a mouthful of water from his sport bottle and enjoyed the much-needed break from the fast-paced game.

Hearing the familiar voice of his coach barking orders to the players on the court, he smiled as he watched her work. He remembered how surprised he had been when he met Coach Carey. He was not sure what he expected, but he knew the petite, white-haired woman was not it. Yet, what Coach lacked in size she made up for with attitude. She led the team of high school kids with a firm hand and spent every practice running them through various drills and teaching them new techniques. Any doubts Elijah had about Coach Carey's ability to control a bunch of rowdy players disappeared after the team's first practice when she worked them to the point of exhaustion.

**The author reveals the character of Coach Carey through**

- ☐ **A** Coach Carey's actions.
- ☐ **B** Coach Carey's physical appearance.
- ☐ **C** the narrator's description of the game.
- ☐ **D** the narrator's thoughts about Coach Carey.



**Performance Indicator:** 3001.8.9 Identify the common stated or implied theme in a series of passages.

54.

**Read the news article and journal entry.**

The Daily Examiner  
January 4, 2009

Another shipwreck occurred off the coast of Africa last week. Sailors should take precautions when sailing around Africa's horn. Storms develop quickly during monsoon season where the warm waters of the Indian Ocean meet the Red Sea. Several countries formed a group to patrol the waters of the Indian Ocean to gather information about the storms.

Journal Entry  
September 17, 1790

The seas have been rough and difficult to navigate as of late. The hurricanes and tropical storms rage in the Caribbean and Atlantic. We lost the mast on the ship because of the severity of the storms. We keep our eyes on the horizon, searching for ominous clouds that might signal another storm.

**What is the common theme in the news article and the journal entry?**

- ☐ **A** Monsoons are common.
- ☐ **B** Ships sink during storms.
- ☐ **C** Weather can change quickly.
- ☐ **D** Safety patrols are important.

**Reporting Category: Communication and Media**

Numbers 55 through 55

**Performance Indicator:** 3001.7.5 Match a focused message to an appropriate medium.

55.

**Look at the illustration used in a car manufacturer's advertisement.****What message does the image convey?**

- ☐ A Children love this car model.
- ☐ B A child's safety is of utmost importance.
- ☐ C Children should be educated about seat belt laws.
- ☐ D A child's seat is included with the purchase of this car.

Read the rough draft of an article for a school newspaper. Then read the draft of a student's oral report. Both drafts may contain errors. Then answer questions 56 through 64.

## The Value of Extracurricular Activities

- 1 Jason Jackson, a high school senior at Park West High School, just received a very welcome surprise: a scholarship to one of our great state universities sponsored by a local company. The scholarship will pay for his tuition for all four years as long as he maintains a B average and continues his involvement in at least two extracurricular, or after-school, activities on campus.
- 2 Jason was always an average student, meaning that he consistently maintained a B average. However, unlike many of his peers, he actively participated in programs outside the classroom. He participated in two sports, swimming and soccer. He was the vice president of the Spanish club and a member of the math club. Most recently, the student body elected Jason as the student council secretary. Jason is an active student in his high school community, and colleges and universities pay close attention to highly involved students.
- 3 "Grade-point averages are only part of the equation when we evaluate students for college acceptance," stated Dr. Sullivan, president of the University of Park City. "We also look equally at a student's interests other than their schoolwork. Seeing how students balance their studies and their outside commitments gives a better picture of the leadership capabilities of our students. It also indicates how well they balance all of the different aspects of their lives." The university president explained that employers also want to see how students balance academics with after-school activities because it gives them a better idea of the students' abilities to balance their workload and multitask.
- 4 Jason is excited about attending the university in the fall and anxiously anticipates all of the opportunities for involvement. Jason thinks this scholarship gives new hope to students who may not have the overall highest grades in the school but who have a passion for being highly involved at their campuses.
- 5 "This reinforces the idea that students have a variety of talents that deserve to be valued by colleges and universities," Jason said. "It takes a lot of hard work and commitment to be a member of so many organizations. I am honored that this company acknowledged and rewarded my efforts."

## The Importance of Campus Involvement

- 1 As student council president, I feel deeply concerned that many students on campus are not involved in any activities outside of the regular classroom. In my report, I want to encourage all students to consider the benefits of becoming more involved on campus. Many clubs and electives exist that will give you a sense of community and make your high school career much more rewarding.
- 2 In addition to athletics, many other clubs or classes that you can join will help you feel more involved in school. Studies show that students who become active members of groups on their campus are accepted into colleges more frequently, have better organizational skills, have better grade-point averages, have a greater sense of responsibility, and form lifelong bonds with their peers.
- 3 Here at Franklin High School, we strongly encourage all students to find an organization to join. We have many activities on campus, such as yearbook, language clubs, photography, theater arts, Earth club, student council, and more. Our school offers a number of activities that will keep you engaged with the campus, and when you become engaged in an activity, you grow committed and have a greater sense of purpose. As part of an extracurricular organization, you have an opportunity to do something good for the school; you know that your participation will make the school a better, more exciting place to be. We should all strive to make our campus the best it can be. I have placed brochures on the back table that list all of the clubs and organizations on campus and their sponsors.
- 4 School involvement can also give you a whole new set of skills that you can include on your college applications. Having leadership, responsibility, and organizational skills differentiates you from every other student applying to college or applying for a job. These skills are not necessarily taught in the classroom, but when you are a part of a group like student council, for example, you obtain firsthand experience in developing them. These skills will be valuable for any other endeavor you choose after high school. Whether for college or the workforce, these skills are important for all of us to master.
- 5 Many of you may worry about whether or not you can handle the extra responsibility beyond your regular class load, and those concerns are valid. However, consider this: When you commit to extracurricular activities, you feel a greater sense of motivation to manage your time and keep your class averages up in order to continue the activity. Also, as you make friendships with others in your group, you surround yourself with positive influences and students who also care about their schoolwork. These friends become a resource for assistance with your assignments, as well as role models to keep you motivated and accountable to do well. Extracurricular activities will enrich your high school career.

## Reporting Category: Writing and Research

Numbers 56 through 57

**Performance Indicator:** 3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

56. The newspaper article "The Value of Extracurricular Activities" would appeal most to people who are interested in

- ☐ A sports news.
- ☐ B school curriculum.
- ☐ C educational policy.
- ☐ D personal interest articles.

**Performance Indicator:** 3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

57. What is the best order of Paragraphs 1, 2, and 3 in "The Importance of Campus Involvement" to support the proposition-support structure?

- ☐ A 3, 1, 2
- ☐ B 2, 3, 1
- ☐ C 3, 2, 1
- ☐ D 1, 3, 2

## Reporting Category: Informational Text

Numbers 58 through 58

**Performance Indicator:** 3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

58. Read Paragraph 5 from "The Importance of Campus Involvement."

Many of you may worry about whether or not you can handle the extra responsibility beyond your regular class load, and those concerns are valid. However, consider this: When you commit to extracurricular activities, you feel a greater sense of motivation to manage your time and keep your class averages up in order to continue the activity. Also, as you make friendships with others in your group, you surround yourself with positive influences and students who also care about their schoolwork. These friends become a resource for assistance with your assignments, as well as role models to keep you motivated and accountable to do well. Extracurricular activities will enrich your high school career.

**What is the organizational structure of the paragraph?**

- ☐ A chronological-sequential
- ☐ B compare-contrast
- ☐ C problem-solution
- ☐ D cause-effect

## Reporting Category: Literature

Numbers 59 through 59

**Performance Indicator:** 3001.8.9 Identify the common stated or implied theme in a series of passages.

59. Which statement is the implied theme of both "The Value of Extracurricular Activities" and "The Importance of Campus Involvement"?

- ☐ A Participation in activities outside of the regular classroom will make school more enjoyable.
- ☐ B Staying busy during the school year will help students better manage their time.
- ☐ C Being involved in different activities during the school year can have many positive benefits.
- ☐ D Keeping busy in different activities will help students earn better grades.



## Reporting Category: Writing and Research

### Numbers 60 through 61

**Performance Indicator:** 3001.4.3 Evaluate the reliability and credibility of sources for use in research.

60.

**Read the excerpt from "The Importance of Campus Involvement."**

School involvement can also give you a whole new set of skills that you can include on your college applications. Having leadership, responsibility, and organizational skills differentiates you from every other student applying to college or applying for a job. These skills are not necessarily taught in the classroom, but when you are a part of a group like student council, for example, you obtain firsthand experience in developing them. These skills will be valuable for any other endeavor you choose after high school. Whether for college or the workforce, these skills are important for all of us to master.

**Read the excerpt from "The Value of Extracurricular Activities."**

"Grade-point averages are only part of the equation when we evaluate students for college acceptance," stated Dr. Sullivan, president of the University of Park City. "We also look equally at a student's interests other than their schoolwork. Seeing how students balance their studies and their outside commitments gives a better picture of the leadership capabilities of our students. It also indicates how well they balance all of the different aspects of their lives." The university president explained that employers also want to see how students balance academics with after-school activities because it gives them a better idea of the students' abilities to balance their workload and multitask.

**Which main idea is emphasized in both excerpts?**

- ☐ A Extracurricular activities help to give students a wider range of skills than just the core classes can offer.
- ☐ B Colleges will not accept students who do not have a varied background in extracurricular activities.
- ☐ C Grades are not quite as important as it is to have an extensive background in a variety of subjects and activities.
- ☐ D Students are expected to perform well in all aspects of their educational careers if they want to be accepted into a college.

**Performance Indicator:** 3001.4.4 Evaluate the validity of Web pages as sources of information.

61.

**After listening to the oral report and reading the newspaper article, Kristin wants to research available scholarships for extracurricular art activities. Which Web site would be the most reliable source of information?**

- ☐ A [www.scholarshipsforsports.com](http://www.scholarshipsforsports.com)
- ☐ B [www.academicsscholarships.edu](http://www.academicsscholarships.edu)
- ☐ C [www.freeschoolmoney.net](http://www.freeschoolmoney.net)
- ☐ D [www.grantsforcollege.gov](http://www.grantsforcollege.gov)

## Reporting Category: Informational Text

### Numbers 62 through 63

**Performance Indicator:** 3001.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.

62.

**A university is evaluating the number of scholarships given for each extracurricular activity in order to make a presentation to the alumni organization. Which graphic would best represent the information for the presentation?**

- ☐ A a tally chart showing the results of a survey about students' extracurricular activities
- ☐ B a line graph showing an increase in the number of scholarships awarded in the past decade
- ☐ C a pie chart showing the number of scholarships given in sports, academics, and the arts
- ☐ D a graphic organizer showing the different types of extracurricular activities available at the college

**Performance Indicator:** 3001.6.5 Synthesize information across two or more informational or technical texts.

63.

**Which sentence correctly synthesizes information from both passages?**

- ☐ **A** Having a variety of extracurricular activities will help students in high school and in their applications for colleges.
- ☐ **B** Universities believe that students with a variety of extracurricular activities are more able to balance their lives.
- ☐ **C** Students that participate in extracurricular activities tend to do better in school and are better organized.
- ☐ **D** Participating in extracurricular activities can help you find new friends and resources at your high school.

## Reporting Category: Communication and Media

---

**Performance Indicator:** 3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

64.

**How is the subject treated differently in the speech than in the newspaper article?**

- ☐ **A** The speech focuses on the student point of view, whereas the article quotes a college official.
- ☐ **B** The speech generalizes about the topic, whereas the article discusses a specific case.
- ☐ **C** The speech is persuasive, whereas the article is informative.
- ☐ **D** The speech states opinions, whereas the article relates facts.

**Reporting Category: Logic**

Numbers 65 through 65

**Performance Indicator:** 3001.5.7 Differentiate between the stated and implied evidence of a given argument.

65.

**Read this paragraph.**

Gardening is a relaxing activity that has many mental and physical benefits. Many gardeners enjoy the experience of being outdoors in the sunshine and fresh air. Gardening provides a sense of accomplishment and reward in exchange for hard work. People who spend only thirty minutes per day gardening burn hundreds of calories and have lower blood pressures.

**Which sentence gives implied evidence that gardening is beneficial to one's health?**

- ☐ A Gardening is a relaxing activity that has many mental and physical benefits.
- ☐ B Many gardeners enjoy the experience of being outdoors in the sunshine and fresh air.
- ☐ C Gardening provides a sense of accomplishment and reward in exchange for hard work.
- ☐ D People who spend only thirty minutes per day gardening burn hundreds of calories and have lower blood pressures.

**Reporting Category: Communication and Media**

Numbers 66 through 67

**Performance Indicator:** 3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).

66.

**Read this excerpt from a student's campaign speech.**

I assure you that if you choose to elect me as your student body president, I will make it my mission to improve our school. I intend to work hard in order to accomplish all of my goals, and I will listen to suggestions and criticism without complaint. Honestly, what more could the school ask for in a student body president?

**Which device does the speaker use?**

- ☐ A parallelism and repetition
- ☐ B rhetorical question
- ☐ C hyperbole
- ☐ D metaphor

**Performance Indicator:** 3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

67.

**While giving a speech, a student realizes the audience is losing interest. What method would be most effective to engage the audience?**

- ☐ **A** Use dramatic hand gestures.
- ☐ **B** Speak with more inflection.
- ☐ **C** Read from prepared notes.
- ☐ **D** Add a visual presentation.

---

## Reporting Category: Logic

Numbers 68 through 68

---

**Performance Indicator:** 3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.

68.

**Which argument employs deductive reasoning?**

- ☐ **A** Carol likes to sing. Carol's school has a choir club. Therefore, Carol will join the choir club.
- ☐ **B** Most cats have long tails. Dominick has a pet cat. Therefore, Dominick's cat has a long tail.
- ☐ **C** Roger plays baseball on the weekends. Jared likes baseball. Therefore, Roger and Jared will become friends.
- ☐ **D** Some vegetables are green. Marissa dislikes green vegetables. Therefore, Marissa will refuse to eat vegetables.



**Reporting Category: Communication and Media**

Numbers 69 through 69

**Performance Indicator:** 3001.7.5 Match a focused message to an appropriate medium.

69.

**Read the paragraph.**

Please have your parents review and sign the emergency card that we sent home yesterday. It is extremely important that you return the card by Friday. We must have the correct information to contact your parent or guardian in case of an emergency.

**Choose the appropriate medium for this message.**

- ☐ **A** the school newspaper
- ☐ **B** a daily announcement
- ☐ **C** the district home page
- ☐ **D** a schoolwide assembly

Read the folk tale and answer questions 70 through 75.

### Rewards and Riches

There once lived two young men who had different perspectives on life. Although they were very close in age, grew up going to the same school, and lived in the same town, in every other way they were miles apart.

William always seemed to have everything. He was a very striking, charming, and fun-loving young man. His family was wealthy, so he wanted for nothing. Life seemed so easy for him. People liked him and were naturally attracted to him. They always invited him to their social gatherings. William never felt anxious or nervous about problems that arose. He knew that there would always be someone willing to offer him a solution. He did not have to work very hard, yet seemed to have everything he wanted. He was charming and his tiny little mistakes and mishaps made him even more adorable. He had an easy existence, never really fearing the consequences of his actions (whatever they may be).

For years, William coasted through his life, never expending much effort. In fact, he could usually persuade someone to take over his shift at his father's general store. After all, time was precious, and opportunities for fun awaited him outside of the store or his schoolwork. He often persuaded his teachers to postpone his work for "just one more day." William generally tried to befriend people who were willing to do the work for him in exchange for his attention.

Jim was quite different from William: He worked hard and struggled for every grade he received. He took great care in every aspect of his work; many people considered him a perfectionist. Jim was not charming, and he was very quiet. All he wanted to do was go to school and work to get through the day as quickly as possible. Jim felt uncomfortable in social situations and preferred to be alone. He never really fit in with students his own age. He rarely interacted with other people, except when he went to work at the general store. Although he did not contribute to the conversations, he often listened politely to the chatter of the customers. Jim had little time for fun in his life. His family always emphasized the importance of persistence and hard work. Since they did not have money to spare, a good work ethic and intelligence were key to a successful life.

In other words, Jim struggled quite a bit through his life. While he watched the other children his age riding in cars, laughing, talking, and generally having carefree fun, he worked and went to school. He stayed up late to finish his assignments while others went to the dance. He wanted to enjoy life, too! However, sometimes life does not treat everyone equally.

As time went on, both boys graduated from high school and went to college. One continued to work hard and make decent grades, while the other floated through college. Eventually, the truth catches up to those who have squandered their good fortune. William felt assured that he was destined to take over his family's business. He never saw the purpose of working hard or learning about the business he assumed he would inherit. He always thought that there would be plenty of time to do those things and, after all, someone would always be there to help him. His family would never pass him over and allow a complete stranger to run the business that had been in his family for decades! He felt confident that his future would be as easy as his past.

Unfortunately, William's family was not as confident in his abilities and decided to hire someone more competent to take over such an important business. Jim, after all of his sacrifice, finally saw his efforts rewarded. He finally received exactly what he deserved. William's family hired Jim to work in an incredibly successful business, and he could not help but feel a little bit of satisfaction for the situation that had befallen his peer. He felt bad for William, but he also felt pleased that his own hard work had not gone unnoticed. He never wanted his classmate to suffer, but he also disliked seeing people so easily receive things that they did not deserve. So it was that both young men received what they deserved.

## Reporting Category: Writing and Research

**Performance Indicator:** 3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

### 70. Read these sentences from the story.

Life seemed so easy for him. People liked him and were naturally attracted to him. They always invited him to their social gatherings.

**Which revision best combines the sentences?**

- ☐ A Life seemed so easy for him because people liked him and were naturally attracted to him and they always invited him to their social gatherings.
- ☐ B People liked him and were naturally attracted to him, he was always invited to their social gatherings, and his life seemed so easy.
- ☐ C Because people liked him, were naturally attracted to him, and always invited him to their social gatherings, his life seemed so easy.
- ☐ D People liked him, were naturally attracted to him, and always invited him to their social gatherings, life seemed so easy for him.

## Reporting Category: Literature

Numbers 71 through 74

**Performance Indicator:** 3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).

### 71. Which excerpt from the story is an example of foreshadowing?

- ☐ A There once lived two young men who had different perspectives on life.
- ☐ B Eventually, the truth catches up to those who have squandered their good fortune.
- ☐ C He felt bad for William, but he also felt pleased that his own hard work had not gone unnoticed.
- ☐ D So it was that both young men received what they deserved.

**Performance Indicator:** 3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).

72. **From which point of view is the story written?**

- ☐ A first person
- ☐ B third-person limited
- ☐ C third-person objective
- ☐ D third-person omniscient

**Performance Indicator:** 3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).

73. **Read this sentence.**

Although he did not contribute to the conversations, he often listened politely to the chatter of the customers.

**Which literary device is used in the sentence?**

- ☐ A consonance
- ☐ B onomatopoeia
- ☐ C repetition
- ☐ D rhythm

**Performance Indicator:** 3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues.

74. **Which sentence cues the reader that the story is set in the past?**

- ☐ A Although they were very close in age, grew up going to the same school, and lived in the same town, in every other way they were miles apart.
- ☐ B In fact, he could usually persuade someone to take over his shift at his father's general store.
- ☐ C Since they did not have money to spare, a good work ethic and intelligence were key to a successful life.
- ☐ D He stayed up late to finish his assignments while others went to the dance.

---

### Reporting Category: Writing and Research

---

**Performance Indicator:** 3001.4.1 Select the research topic with the highest degree of focus.

75. **An English teacher assigns students a research project using other folk tales and myths. Which topic has the highest degree of focus?**

- ☐ A successful heroes in myths of many cultures
- ☐ B the most successful characters in Latin American folk tales
- ☐ C morals that successful characters learn in European folk tales
- ☐ D three character traits that lead heroes in Greek mythology to be successful

**Reporting Category: Language**

Numbers 76 through 78

**Performance Indicator:** 3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).

76.

**Which sentence shows correct pronoun usage?**

- ☐ **A** After the movie, you and me should go to dinner.
- ☐ **B** As for Drake and me, we enjoy many types of foods.
- ☐ **C** Because of road construction, Jacob and me took a detour.
- ☐ **D** While Patricia and me walked, we saw thousands of wildflowers.

**Performance Indicator:** 3001.1.10 Recognize the correct placement of end marks with quotation marks.

77.

**Which sentence is punctuated correctly?**

- ☐ **A** "Do you actually prefer the movie to the book," he questioned.
- ☐ **B** "I believe that we are going the right way." he stated.
- ☐ **C** "Are you sure this is a good idea?" she wondered.
- ☐ **D** "You do not understand" she screamed!

**Performance Indicator:** 3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).

78.

**Read this sentence.**

Excitement flowed through the crowd during the Thursday night pep rally, and I felt the \_\_\_\_\_ as the team prepared to take on its biggest rival of the season.

**Which expression best completes the sentence?**

- ☐ A *alma mater*
- ☐ B *esprit de corps*
- ☐ C *prima donna*
- ☐ D *caveat emptor*

---

## Reporting Category: Writing and Research

Numbers 79 through 79

---

**Performance Indicator:** 3001.4.4 Evaluate the validity of Web pages as sources of information.

79.

**Which Web site is the best choice for information about the westward movement of settlers across the United States?**

- ☐ A [www.wild-outdoors.edu](http://www.wild-outdoors.edu)
- ☐ B [www.cowboy-colleges.net](http://www.cowboy-colleges.net)
- ☐ C [www.westward-wagon.com](http://www.westward-wagon.com)
- ☐ D [www.american-pioneers.org](http://www.american-pioneers.org)

## Reporting Category: Communication and Media

Numbers 80 through 80

Performance Indicator: 3001.7.6 Infer the mood represented in a non-print medium.

80.

Look at the photo.



Which word best describes the mood of this photo?

- ☐ A confused
- ☐ B isolated
- ☐ C liberated
- ☐ D relieved



## Form 6: English 1

Item Number	Correct Answer	Performance Indicator
1	B	3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).
2	B	3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
3	D	3001.5.10 Identify a false premise in text.
4	B	3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.
5	C	3001.2.1 Identify the thesis and main points of a challenging speech.
6	C	3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
7	B	3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).
8	C	3001.3.15 Identify the mode in which a writing sample is written.
9	C	3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
10	B	3001.3.2 Choose the most effective order of sentences in a paragraph.
11	B	3001.3.9 Identify a statement that reveals the writer's attitude.
12	A	3001.3.10 Identify the targeted audience for a selected passage.
13	A	3001.4.6 Identify information that must be cited or attributed within a writing sample.
14	D	3001.2.2 Distinguish between a summary and a paraphrase.

15	B	3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.
16	A	3001.1.7 Recognize correct subject-verb agreement with intervening elements.
17	A	3001.2.3 Distinguish between a critique and a summary.
18	C	3001.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
19	C	3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues.
20	C	3001.8.2 Differentiate among verbal, situational, and dramatic irony.
21	A	3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).
22	D	3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
23	C	3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
24	C	3001.3.12 Identify sentences with nonparallel construction.
25	B	3001.8.9 Identify the common stated or implied theme in a series of passages.
26	C	3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
27	C	3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).
28	B	3001.5.2 Choose a logical word to complete an analogy.

29	C	3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy) within a given argument.
30	A	3001.7.6 Infer the mood represented in a non-print medium.
31	C	3001.3.15 Identify the mode in which a writing sample is written.
32	C	3001.1.3 Use a variety of techniques to correct sentence fragments.
33	B	3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).
34	D	3001.1.10 Recognize the correct placement of end marks with quotation marks.
35	A	3001.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations.
36	B	3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).
37	A	3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
38	B	3001.3.6 Select the thesis statement in a writing sample or passage.
39	D	3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
40	D	3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).
41	A	3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
42	C	3001.7.2 Select the type of conflict represented in a non-print medium.

43	C	3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage
44	D	3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
45	C	3001.5.3 Evaluate text for fact and opinion.
46	D	3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
47	C	3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).
48	B	3001.3.11 Determine the writer's purpose in a writing sample.
49	A	3001.5.4 Analyze cause-effect relationships in text.
50	D	3001.4.5 Determine which statement presents an opposing view from those stated on a Web page.
51	C	3001.4.6 Identify information that must be cited or attributed within a writing sample.
52	C	3001.8.2 Differentiate among verbal, situational, and dramatic irony.
53	D	3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
54	C	3001.8.9 Identify the common stated or implied theme in a series of passages.
55	B	3001.7.5 Match a focused message to an appropriate medium.
56	D	3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

57	A	3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
58	D	3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
59	C	3001.8.9 Identify the common stated or implied theme in a series of passages.
60	D	3001.4.3 Evaluate the reliability and credibility of sources for use in research.
61	D	3001.4.4 Evaluate the validity of Web pages as sources of information.
62	C	3001.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
63	A	3001.6.5 Synthesize information across two or more informational or technical texts.
64	C	3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
65	D	3001.5.7 Differentiate between the stated and implied evidence of a given argument.
66	B	3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).
67	B	3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
68	A	3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.
69	B	3001.7.5 Match a focused message to an appropriate medium.
70	C	3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
71	B	3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).

72	C	3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).
73	B	3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).
74	B	3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues.
75	D	3001.4.1 Select the research topic with the highest degree of focus.
76	B	3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).
77	C	3001.1.10 Recognize the correct placement of end marks with quotation marks.
78	B	3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).
79	D	3001.4.4 Evaluate the validity of Web pages as sources of information.
80	B	3001.7.6 Infer the mood represented in a non-print medium.



## Reporting Category 1: Language

Item Number	Correct Answer	Performance Indicator
15	B	3001.1.4 Combine a set of simple sentences into a single compound or complex sentence.
16	A	3001.1.7 Recognize correct subject-verb agreement with intervening elements.
23	C	3001.1.9 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
32	C	3001.1.3 Use a variety of techniques to correct sentence fragments.
33	B	3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).
34	D	3001.1.10 Recognize the correct placement of end marks with quotation marks.
35	A	3001.1.11 Recognize the correct usage of quotation marks in direct and indirect quotations.
36	B	3001.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, who/whom, stationary/stationery, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less).
37	A	3001.1.14 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
47	C	3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).
76	B	3001.1.8 Select correct pronoun usage in a sentence (e.g., with compound elements such as between you and me, or following than or as).
77	C	3001.1.10 Recognize the correct placement of end marks with quotation marks.

78	B	3001.1.16 Identify commonly used foreign words and phrases (i.e., RSVP, déjà vu, faux pas, du jour, bon voyage, alma mater, cum laude, femme fatale, esprit de corps, verbatim, E pluribus unum, prima donna, avant-garde, status quo, joie de vivre, carte blanche, caveat emptor, alpha and omega, tabula rasa, hoi polloi, ad nauseam).
----	---	--

## Reporting Category 2: Writing and Research

Item Number	Correct Answer	Performance Indicator
8	C	3001.3.15 Identify the mode in which a writing sample is written.
10	D	3001.3.2 Choose the most effective order of sentences in a paragraph.
11	B	3001.3.9 Identify a statement that reveals the writer's attitude.
12	A	3001.3.10 Identify the targeted audience for a selected passage.
13	A	3001.4.6 Identify information that must be cited or attributed within a writing sample.
24	C	3001.3.12 Identify sentences with nonparallel construction.
31	C	3001.3.15 Identify the mode in which a writing sample is written.
38	B	3001.3.6 Select the thesis statement in a writing sample or passage.
39	D	3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
43	C	3001.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage
44	D	3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
48	B	3001.3.11 Determine the writer's purpose in a writing sample.
50	D	3001.4.5 Determine which statement presents an opposing view from those stated on a Web page.
51	C	3001.4.6 Identify information that must be cited or attributed within a writing sample.
56	D	3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

57	A	3001.3.8 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
60	D	3001.4.3 Evaluate the reliability and credibility of sources for use in research.
61	D	3001.4.4 Evaluate the validity of Web pages as sources of information.
70	C	3001.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
75	D	3001.4.1 Select the research topic with the highest degree of focus.
79	D	3001.4.4 Evaluate the validity of Web pages as sources of information.

### Reporting Category 3: Communication and Media

Item Number	Correct Answer	Performance Indicator
5	C	3001.2.1 Identify the thesis and main points of a challenging speech.
6	C	3001.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
7	B	3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).
14	B	3001.2.2 Distinguish between a summary and a paraphrase.
17	A	3001.2.3 Distinguish between a critique and a summary.
18	C	3001.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
30	A	3001.7.6 Infer the mood represented in a non-print medium.
41	A	3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
42	C	3001.7.2 Select the type of conflict represented in a non-print medium.
55	B	3001.7.5 Match a focused message to an appropriate medium.
64	C	3001.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
66	B	3001.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, and hyperbole).
67	B	3001.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

69	B	3001.7.5 Match a focused message to an appropriate medium.
80	B	3001.7.6 Infer the mood represented in a non-print medium.



## Reporting Category 4: Logic

Item Number	Correct Answer	Performance Indicator
1	B	3001.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics).
2	B	3001.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
3	D	3001.5.10 Identify a false premise in text.
4	B	3001.5.11 Distinguish the strongest or weakest point of an argument within a passage.
28	B	3001.5.2 Choose a logical word to complete an analogy.
29	C	3001.5.6 Identify and analyze the logical fallacy (i.e., appeal to fear, personal attack {ad hominem}, false dilemma, false analogy) within a given argument.
45	C	3001.5.3 Evaluate text for fact and opinion.
49	A	3001.5.4 Analyze cause-effect relationships in text.
65	D	3001.5.7 Differentiate between the stated and implied evidence of a given argument.
68	A	3001.5.8 Determine whether a given argument employs deductive or inductive reasoning.

## **Reporting Category 5: Informational Text**

<b>Item Number</b>	<b>Correct Answer</b>	<b>Performance Indicator</b>
9	C	3001.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
46	D	3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
58	D	3001.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
62	C	3001.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
63	A	3001.6.5 Synthesize information across two or more informational or technical texts.

## Reporting Category 6: Literature

Item Number	Correct Answer	Performance Indicator
19	C	3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues.
20	C	3001.8.2 Differentiate among verbal, situational, and dramatic irony.
21	A	3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).
22	D	3001.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
25	B	3001.8.9 Identify the common stated or implied theme in a series of passages.
26	C	3001.8.8 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
27	C	3001.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).
40	D	3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).
52	C	3001.8.2 Differentiate among verbal, situational, and dramatic irony.
53	D	3001.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
54	C	3001.8.9 Identify the common stated or implied theme in a series of passages.
59	C	3001.8.9 Identify the common stated or implied theme in a series of passages.
71	B	3001.8.6 Identify and analyze standard literary elements (i.e., allegory, paradox, parody, foreshadowing, flashback).

72	C	3001.8.3 Identify and analyze an author's point of view (i.e., first person, third-person objective, third-person limited, third-person omniscient).
73	B	3001.8.10 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, repetition, alliteration, onomatopoeia).
74	B	3001.8.13 Locate words or phrases in a passage that provide historical or cultural cues.